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## ABSTRACT

The author presents suggestions for publicizing physical education programs more effectively and for involving as many "publics" as possible in support of physical education. Methods discussed include: (1) the use of students as "salespeople" to other students, parents, and teachers; (2) publicizing through mass communications media, through reports to school officials, and through the use of leaflets, photo displays and slide shows or films; (3) mounting exhibitions and demonstrations during school assemblies, at intermissions of athletic events, or during special "days" or "nights." Five examples of demonstrations that schools or districts use to tell their physical education stories effectively are given. (HJB)

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INVOLVING YOUR MANY PUBLICS IN SUPPORT OF PHYSICAL EDUCATION  
by  
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During the past 20 years members of the staff of the President's Council on Physical Fitness and Sports (PCPFS) have observed physical education programs in hundreds of schools in all 50 States - outstanding programs, good programs, average programs, and inadequate programs. The programs rated "outstanding" and "good" usually enjoy strong community support. Usually, but not always.

Most "outstanding" programs appear to have public support not merely because they are good, but because the dedicated individuals who administer them feel a responsibility to "sell" their programs to their various audiences; students, fellow faculty members, the school administration, and parents. In other words, even the most able physical educator must, like everyone else, "blow his own horn" to get attention.

The PCPFS is not suggesting that teachers ignore program quality to concentrate on salesmanship. We are suggesting they recognize that community support is not an automatic result of good programs. It must be conscientiously developed and cultivated. Following are suggestions for telling physical education's story more effectively and for involving the many publics in support of physical education.

The Student as a 'Salesman'

Effective public relations begins with a good relationship between the teacher and students. There are no better salesmen for physical education than students who understand and enjoy their experiences in physical education; students who relate what they do in class to personal health, performance and appearance; students who learn useful skills; or students who see positive changes in themselves as a result of physical education activities.

Even students who appear to be non-competitive are interested in their own improvement and will recall a few years later that they broke six minutes in the mile run; did 11 pullups during physical fitness testing; or learned how to swim and take care of others in emergency situations in the water. To help assure favorable experiences for all students, the teacher should emphasize competition against self. One way of keeping students aware of their progress is to time or measure all performances involving running, swimming, jumping, challenge courses, etc. More than most subjects, physical education can offer the student tangible evidence of his improvement.

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Enthusiastic teachers can communicate their enthusiasm to students. Students appreciate the kind of planning, organization and leadership which gets maximum benefit from the limited time available. One high school boy expressed a favorable attitude toward physical education when he remarked: "Mr. Jones means business. He runs the physical education class the same way he runs football practice."

Parental attitudes toward physical education are largely derived from student attitudes. A chance remark at the dinner table about a teacher who is obese and can't demonstrate skills, or a comment on lack of organization and goals, can be devastating to program support. On the other hand, parents who hear that their child is making fitness gains, or who hear "we learned this today" instead of "we played that today," has an immeasurably better opinion of physical education.

Experience indicates that most persons seriously question the value of physical education programs which are largely recreational play. Programs which produce gains in knowledge, skill and physical fitness are much more likely to receive support.

#### Publicizing the Program

The mass communications media-newspapers, radio and TV-offer many opportunities for enhancing physical education's image and cultivating support. Again, programs which are achievement- or goal-oriented have a big advantage over recreational type programs. The number and names of students winning Presidential Physical Fitness Awards, or a comparison of local fitness scores with State and national averages, are news in most communities. So are reports on programs which serve the handicapped and retarded, or programs which teach useful skills such as swimming, tumbling, and water safety.

It usually is helpful to assign responsibility for program publicity to a staff member with interest and aptitude in the activity. All releases should be coordinated with school and/or district public information officers, since they may have additional resources and contacts which will be useful.

Periodic reports to the Principal, Superintendent and Board are another means of interpreting the physical education program. Others include leaflets (explaining the scope and objectives of the program) which students take home to parents; photographic displays in window space provided by local merchants; interesting pictures and charts posted on school bulletin boards; display boards (in school gymnasiums or trophy cases) listing physical fitness record-holders; and color slides or movie film for use in presentations to PTS's, service clubs, fraternal organizations, etc.

An opportunity often overlooked by the physical educator is the local radio or TV "talk show." Such shows are an excellent forum for detailed discussions, and physical education has many friends in medicine--pediatricians, orthopedists, cardiologists, psychiatrists, etc.--who can contribute to interesting and informative presentations.

#### Exhibitions and Demonstrations

Physical education still is widely misunderstood. Many older persons never participated in a formal physical education program. Other adults, such as those who are poorly coordinated, or those who were victims of lackadaisical teachers, may have bad memories of their physical education experiences. Regular exhibitions and demonstrations can help acquaint these persons with the scope, objectives and methods of the physical education program and thereby correct any false impressions that exist.

Exhibitions at school assemblies and at the intermissions of athletic events are a good way to reach the administration, fellow faculty members and students. Special "days" or "nights," which may be conducted by a single school, or on a city-wide or district-wide basis, are effective for taking the message to the public. Each Spring the Norfolk (Virginia) City Schools conduct a special Physical Education Night involving over 1,500 pupils and nearly 100 teachers from approximately 70 schools. Usually more than 12,000 persons jam into the community's sports arena to watch 15 to 20 major activities. Frankly, it is the most impressive exhibition I've ever seen.

The PCPFS recommends that each school conduct at least one demonstration annually, apart from the usual "Back to School Night." Since experience indicates that such demonstrations attract approximately three adult spectators for each student participant, it is important to involve as many students as is practical.

Following are five examples of demonstrations which schools or districts use to tell their stories effectively.

##### 1. SPORTS-A-RAMA (single high school)

The program described here is presented by the physical education department and annually attracts a capacity crowd. Donations collected during the event are used to assist in the purchase of physical education supplies and equipment.

Competing teams are formed by the four grades of the school and are equally divided between boys and girls in at least half of the events. Other events may be for boys and girls separately. Seniors are identified by their green shorts; Juniors, gold; Sophomores, blue; and Freshmen, red. Teams are judged according to precision and appearance in marching on and off the floor and during

the warmup. First is awarded 50 points; second, 30 points; third, 20 points; and fourth, 10 points. Decoration of their assigned sections of the bleachers by classes is awarded: first, 100 points; second, 60 points; third, 40 points; fourth, 20 points. Cheering and enthusiasm of classes is awarded: first, 100 points; second, 60 points; third, 40 points; fourth, 20 points. Activities in their 1-hour, 45-minute program are:

|           |                                                                                                                                                                             |                                                                           |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| 7:30-7:35 | Grand March and Warmup                                                                                                                                                      | All classes                                                               |
| 7:35-7:40 | Sports-A-Rama Song                                                                                                                                                          | Song leaders                                                              |
| 7:40-7:45 | Volleyball<br>(10 points)                                                                                                                                                   | Seniors vs Juniors<br>(6 on a team)                                       |
| 7:45-7:48 | Wheelbarrow Relay<br>(10 points)                                                                                                                                            | Sophomores vs Juniors<br>(8 on a team)                                    |
| 7:48-7:51 | Basketball Relay<br>(10 points)                                                                                                                                             | Seniors vs Sophomores<br>(8 on a team)                                    |
| 7:51-7:54 | Knee Basketball<br>(10 points)                                                                                                                                              | Juniors vs Sophomores<br>(3 on a team)                                    |
| 7:54-7:57 | Standing Jump Relay<br>(10 points)                                                                                                                                          | Freshmen vs Sophomores<br>(3 on a team)                                   |
| 7:57-8:00 | Tumbling Relay<br>(10 points)                                                                                                                                               | Seniors vs Freshmen<br>(8 on a team)                                      |
| 8:00-8:05 | Tug of War                                                                                                                                                                  | All Classes<br>(40 on a team)                                             |
|           | Single Elimination, Freshmen vs Juniors,<br>Sophomores vs Seniors                                                                                                           |                                                                           |
| 8:05-8:08 | Dizzy Izzy Relay<br>(10 points)                                                                                                                                             | Seniors vs Sophomores<br>(8 on a team)                                    |
| 8:08-8:11 | Sack Race<br>(10 points)                                                                                                                                                    | Freshmen vs Juniors<br>(8 on a team)                                      |
| 8:11-8:14 | Crab Race<br>(10 points)                                                                                                                                                    | Seniors vs Freshmen<br>(8 on a team)                                      |
| 8:14-8:19 | Push Ball<br>(10 points)                                                                                                                                                    | Juniors vs Seniors<br>(8 on a team)                                       |
| 8:19-8:22 | Barrel Relay<br>(10 points)                                                                                                                                                 | Freshmen vs Sophomores<br>(8 on a team)                                   |
| 8:22-8:25 | Stroke-the-Boat Race<br>(10 points)                                                                                                                                         | Juniors vs Freshmen<br>(8 on a team)                                      |
| 8:25-8:35 | Pyramid Building<br>Judged on organization,<br>difficulty, achievement and<br>number of students used.<br>1st-100 points; 2nd-60 points;<br>3rd-40 points; Entry-20 points. | All Classes                                                               |
| 8:35-8:55 | Individual Contests<br>1st-10 points; 2nd-6 points;<br>3rd-4 points; Entry-2 points                                                                                         | All Classes                                                               |
| 8:35-8:45 | Group A                                                                                                                                                                     | Weight Lifting, Tire Wrestle,<br>Bulldog Pull, Tumbling,<br>Rope Climbing |

- |           |                                                              |                                                                           |
|-----------|--------------------------------------------------------------|---------------------------------------------------------------------------|
| 8:45-8:55 | Group B                                                      | Indian Wrestle, Free Throws, Bar Dips, Elbow Wrestle, Pullups All Classes |
| 8:55-9:10 | Obstacle Race                                                |                                                                           |
|           | 1st-50 points; 2nd-40 points; 3rd-30 points; Entry-20 points |                                                                           |
| 9:10-9:15 | Presentation of Sports-A-Rama Trophy by Principal            |                                                                           |

## 2. PHYSICAL EDUCATION NIGHT (Sectional 10-12 schools)

This demonstration, stages in a large gymnasium could involve approximately 400 pupils and should attract an average of 2,000 adults.

Calisthenics  
Folk Dances in Native Costumes  
Relays (Circular and Shuttle)  
Tumbling and Gymnastics  
Modern Dance (Secondary)  
Circuit Courses  
Agility Response Drills

## 3. TRIBUTE TO PHYSICAL EDUCATION (school district)

Planned for approximately 800 students and 50 teachers to participate in a 90-minute program which should draw up to 3,000 spectators.

Prelude - High school band

Presentation of Colors - AFROTC

Introduction of dignitaries and members of district board of education by Coordinator of Physical Education

Introductory remarks by State Physical Education personnel

Description of demonstrations and narration during activities by District Consultant in Physical Education and State Physical Education Chief

Demonstrations (Elementary Schools):

|                              |                              |
|------------------------------|------------------------------|
| Gymnastics(Primary)          | Creative Rhythms             |
| Ball Handling Skills         | Circuit Training             |
| Balance Beam                 | Movement Exploration         |
| Vaulting Box                 | Gymnastics(Intermediate)     |
| Grass Drills                 | Parachute Play               |
| Animal Drills                | Stretch Ropes                |
| Physical Fitness Development | Special Education Techniques |
| German Free Movement         | Folk and Square Dancing      |

#### Demonstrations (Junior High)

Free Exercise, Tumbling, Modern Gymnastics, Modern Dance, Aerial Tennis, Jump Rope, Tennis, Rope Climbing, Tumbling, Wrestling, Team Handball, Physical Fitness Testing

#### Demonstrations (Senior High)

Gymnastics Apparatus, Circuit Training, Golf, Badminton, Gymnastics Apparatus, Physical Fitness Conditioning, Weight Training, Archery

#### 4. SPORTS-A-RAMA (citywide)

This program is planned to involve 1,200 fourth, fifth and sixth grade pupils, to attract a Sunday afternoon crowd of 3,800. The following five individual events are run off simultaneously:

|              |                     |         |
|--------------|---------------------|---------|
| 25 yard dash | Reach and jump      | Pullups |
| Rope climb   | Standing broad jump |         |

Each youngster is limited to one event. Three team events are run off in heats of three teams each. In the shuttle relay, obstacle relay, and tug-of-war, teams are composed of two boys and two girls. Each team member, in succession, completes these activities in the obstacle relay:

Run 25 yards  
Climb through an automobile tire  
Walk a balance beam  
Climb over a 5' Swedish vaulting box  
Hurdle a 2' crossbar  
Climb a 15' rope  
Reverse the entire course

The tug-of-war team is composed of three boys and three girls.

Among the 50 adults who assist in the meet's administration are coaches from all of the junior and senior high schools, which improves working relationships between elementary specialists and secondary school personnel.

#### 5. SPORTS-A-RAMA (all county schools)

The demonstration described here is planned to be conducted in a college gymnasium for 500 elementary and secondary school pupils.

|           |                                     |                 |              |               |
|-----------|-------------------------------------|-----------------|--------------|---------------|
| 7:30-7:33 | Sports-A-Rama Song                  |                 |              |               |
| 7:33-7:43 | Mass Conditioning Drills            |                 |              |               |
| 7:43-7:46 | Physical Performance Test           |                 |              |               |
| 7:46-8:00 | <u>Court</u>                        | <u>Game</u>     | <u>Court</u> | <u>Game</u>   |
|           | 1                                   | Netball         | 5            | Deck tennis   |
|           | 2                                   | Semi-volleyball | 6            | Volleyball    |
|           | 3                                   | Volley tennis   | 7            | Paddle tennis |
|           | 4                                   | Pushball        | 8            | Badminton     |
| 8:00-8:05 | Body Mechanics(Posture)             |                 |              |               |
| 8:05-8:10 | Crossfire (dodgeball game)          |                 |              |               |
| 8:10-8:15 | Scrimmage (basketball leadup game)  |                 |              |               |
| 8:15-8:18 | Mass Bench Stepping                 |                 |              |               |
| 8:18-8:21 | Pushball                            |                 |              |               |
| 8:21-8:35 | Dance and Basic Rhythms             |                 |              |               |
|           | Primary (fundamentals and creative) |                 |              |               |
|           | Intermediate (folk)                 |                 |              |               |
| 8:35-8:40 | Rope Climbing                       |                 |              |               |
| 8:40-8:50 | Agility and Response Drills         |                 |              |               |
|           | Primary - Homeball                  |                 |              |               |
|           | Intermediate - Kickball and teeball |                 |              |               |
| 8:50-8:56 | The Dance                           |                 |              |               |
|           | Intermediate (Interpretive)         |                 |              |               |
|           | High School (Modern)                |                 |              |               |
| 8:56-9:05 | Wrestling                           |                 |              |               |
| 9:05-9:30 | Tumbling Stunts and Trampolining    |                 |              |               |